REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY—SEPTEMBER 25, 2019
MORSE STREET SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
The meeting was called to order at ___________ p.m. by Chair Michelle Ritcheson

2. Attendance:
   ____ Kathryn Brown       ____ Maura Pillsbury
   ____ Jeremy Clough       ____ Michelle Ritcheson
   ____ Candace deCsipkes   ____ Lindsey Sterling
   ____ Lindsey Furtney     ____ Valeria Steverlynck
   ____ Jennifer Galletta   ____ Madelyn Vertenten
   ____ Elisabeth Munsen

3. Pledge of Allegiance:

4. Consideration of Minutes:
   A. Consideration and approval of the Minutes of September 11, 2019 as presented barring any
      errors or omissions.

      Motion: _______________ 2nd: _______________ Vote: _______________

5. Adjustments to the Agenda:

6. Good News & Recognition:
   A. John Morang, former RSU5 Board Member
   B. Good News from Morse Street School – Julie Nickerson

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)
   A. Items for Information
      1. District Happenings
      2. Resignations/Summer Professional Hires
      3. September 2019 School Enrollments
      4. MSMA Fall Conference

9. Administrator Reports:
   A. Finance – Michelle Lickteig (3 Minutes)
   B. School Nutrition Report – Erin Dow (20 Minutes)
   C. Morse Street School Goal Review – Julie Nickerson (20 Minutes)

10. Board Comments and Committee Reports:
    A. Board Information Exchange and Agenda Requests (10 Minutes)
    B. Finance Committee (3 Minutes)
    C. Strategic Communications (3 Minutes)
    D. Policy Committee (3 Minutes)
11. Policy Review:
   A. Consideration and approval of the following Policies (1st Read) (20 Minutes)
      1. JJIF – Student Concussions and Other Head Injuries
      2. JJIF-E – RSU5 Concussion Information Sheet
      3. ADA – School System Goals and Objectives
      4. BCA – Board of Directors Member Code of Ethics

Motion: __________ 2nd: __________ Vote: __________

12. Unfinished Business:
   A. Consideration and approval of RSU5 District Goals for 2019-2020 (20 Minutes)

Motion: __________ 2nd: __________ Vote: __________

   B. Consideration and approval of Karin VanNostrand as an RSU5 community member representative to the Maine Region 10 Technical High School Board. (5 Minutes)

Motion: __________ 2nd: __________ Vote: __________

   C. Consideration and approval of an RSU5 Board Member representative to the Maine Region 10 Technical High School Board. (5 Minutes)

Motion: __________ 2nd: __________ Vote: __________

13. New Business:
   A. Consideration and approval of a delegate and alternate to the Maine School Boards Association Annual Delegate Assembly at the Maine School Management Association’s Annual Fall Conference. (5 Minutes)

Motion: __________ 2nd: __________ Vote: __________

   B. Discussion of the MSBA 2019 Proposed Resolutions. (30 Minutes)

14. Personnel:
   None

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: __________ 2nd: __________ Vote: __________ Time: _____
RSU No. 5 Board of Directors Meeting  
Wednesday, September 11, 2019 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes  

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 25, 2019 meeting).

1. CALLED TO ORDER:  
Chair Michelle Ritcheson called the meeting to order at 6:35 p.m.

2. MEMBERS PRESENT: Kathryn Brown, Jeremy Clough (arrived at 6:37 p.m.), Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling (arrived at 6:44 p.m.), Valeria Steverlynck, Madelyn Vertenten  
MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:  

4. CONSIDERATION OF MINUTES:  
A. VOTED: To approve the Minutes of June 12, 2019, July 24, 2019 and August 28, 2019 as presented. (Steverlynck - Vertenten) (9 – 0 – 1 Furtney Abstained)

5. ADJUSTMENTS TO THE AGENDA:  
Addition of an Executive Session.

6. GOOD NEWS AND RECOGNITION:  
None

7. PUBLIC COMMENT:  
None

8. REPORTS FROM SUPERINTENDENT:  
A. Items for Information  
1. Opening of School

9. ADMINISTRATOR REPORTS:  
None

10. BOARD COMMENTS AND COMMITTEE REPORTS:  
None

11. POLICY REVIEW:  
None

12. UNFINISHED BUSINESS:  
A. FY21 Budget Timeline  
B. Discussion on 2020-2021 School Calendar  
C. To appoint an RSU5 Board representative to the Maine Region 10 Technical High School Board. This Item was Tabled.
13. NEW BUSINESS:
   A. VOTED: To approve a Freeport High School Student Mentor Stipend.
      (Galletta – Steverlynck) (11 – 0)

14. PERSONNEL:
    None

15. PUBLIC COMMENT:
    None

Adjustment to the Agenda – Items 16 and 17.

16. EXECUTIVE SESSION:
    VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of
    discussing a personnel matter. (Pillsbury – Steverlynck) (11 – 0)
    Time In: 7:44 p.m.       Time Out: 8:13 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:
    None taken.

18. EXECUTIVE SESSION:
    VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of
    discussing the Superintendent’s evaluation. (Steverlynck – Pillsbury) (11 – 0)
    Time In: 8:15 p.m.       Time Out: 8:43 p.m.

19. ACTION AS A RESULT OF EXECUTIVE SESSION:
    None

20. ADJOURNMENT:
    VOTED: To adjourn at 8:45 p.m. (Vertenten – Sterling) (11 – 0)

   [Signature]

   Becky J. Foley, Superintendent of Schools
Professional staff hired during the summer
Christine Gray – MLS .4 School Counselor
Natalie Barrett – DCS Kindergarten Teacher
Kelly Howard – PES .4 PreK Teacher
Megan Murrow – MSS Kindergarten Teacher
Faith Farrington – DCS Special Education Teacher
Stephen Moore – FHS .5 Science Teacher
Alyssa Sohns – FHS World Language Teacher
Kristopher Parkin – FHS Special Education Teacher
Margaret Armstrong – DCS/PES Instructional Strategist
Frank Burns – FMS Special Education Teacher
Benjamin Potvin – MLS Music Teacher
Maureen Erskine – FMS .4 Nurse

Employees who resigned after the June Board Meeting
Holley Berkemeyer – FHS Ed Tech
Stephanie McSherry – DCS/PES Instructional Strategist
John Flaherty – FHS Ed Tech
Michael Smith – DCS Ed Tech
Bill Ridge – FMS Special Education Teacher
Troy Voutour – Bus Driver/Custodian
Nicole Connolly – MSS Ed Tech
Michelle Raber – FHS .5 Science
Katelyn Rodriguez – FHS Ed Tech
Michael Smith – DCS Ed Tech
Carolyn Soule – FMS Office Secretary
Leslie Thibeault – MSS Special Education Teacher
Marianne O’Connor – Laugh & Learn Teacher
Trevor Legassie – Computer Technician
Jo Hall – Payroll/Bookkeeper
Sandrine Moser – HR Coordinator
Michelle Lickteig – Director of Finance and Human Resources
## Student Enrollments
### September 2019

<table>
<thead>
<tr>
<th>School</th>
<th>September 2018</th>
<th>Projected 2019 (from Budget Documents)</th>
<th>September 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freeport High School</td>
<td>588</td>
<td>588</td>
<td>582</td>
</tr>
<tr>
<td>Freeport Middle School</td>
<td>352</td>
<td>346</td>
<td>348</td>
</tr>
<tr>
<td>Mast Landing School</td>
<td>257</td>
<td>231</td>
<td>233</td>
</tr>
<tr>
<td>Morse Street School</td>
<td>270</td>
<td>288</td>
<td>309</td>
</tr>
<tr>
<td>Pownal Elementary School</td>
<td>111</td>
<td>113</td>
<td>104</td>
</tr>
<tr>
<td>Durham Community School</td>
<td>423</td>
<td>427</td>
<td>441</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2001</td>
<td>1993</td>
<td>2017</td>
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</tbody>
</table>

### September 2019

<table>
<thead>
<tr>
<th></th>
<th>Morse Street School</th>
<th>Pownal Elementary School</th>
<th>Mast Landing School</th>
<th>Durham Community School</th>
<th>FMS</th>
<th>FHS</th>
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<tbody>
<tr>
<td><strong>Pre-K</strong></td>
<td>64 (4 sessions)</td>
<td>13 (1 session)</td>
<td></td>
<td>32 (2 sessions)</td>
<td>1 Teacher (16, 16)</td>
<td></td>
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<tr>
<td></td>
<td>2 Teachers (16,16,16)</td>
<td>.4 Teacher (13)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>K</strong></td>
<td>86</td>
<td>15</td>
<td></td>
<td>44</td>
<td>3 Teachers (14-15)</td>
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<tr>
<td></td>
<td>5 Teachers (17-18)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>1</strong></td>
<td>83</td>
<td>16</td>
<td></td>
<td>56</td>
<td>3 Teachers (18-19)</td>
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<tr>
<td></td>
<td>5 Teachers (16-17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>2</strong></td>
<td>76</td>
<td>16</td>
<td>39</td>
<td></td>
<td>2 Teachers (19-20)</td>
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<td>4 Teachers (19)</td>
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<td>68</td>
<td>44</td>
<td>2 Teachers (22)</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>4 Teachers (17)</td>
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<td><strong>4</strong></td>
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<td></td>
<td></td>
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<td>4 Teachers (19)</td>
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<td><strong>5</strong></td>
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<td>3 Teachers (16-17)</td>
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<td>5 Teachers (17-18)</td>
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<td><strong>6</strong></td>
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<td>5.5 Teachers (20-21)</td>
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<td>2 Teachers (19-20)</td>
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<td></td>
<td></td>
<td></td>
<td>5 Teachers (21-22)</td>
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<tr>
<td><strong>8</strong></td>
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<td>41</td>
<td>3 Teachers (13-14)</td>
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<td></td>
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<td>132</td>
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<tr>
<td><strong>Total</strong></td>
<td>309</td>
<td>104</td>
<td>233</td>
<td>441</td>
<td>348</td>
<td>582</td>
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<td>Article #</td>
<td>Description</td>
<td>2019-2020 Budget</td>
<td>Transfers</td>
<td>Revised Budget</td>
<td>Expenses YTD</td>
<td>Encumb YTD</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------</td>
<td>------------------</td>
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<td>------------</td>
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<td>Article 1</td>
<td>Support Staff</td>
<td>$3,567,564.00</td>
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<td>$3,567,564.00</td>
<td>$234,158.87</td>
<td>$79,752.71</td>
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<td>$1,617,920.00</td>
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<td>$206,657.04</td>
<td>$2,206.34</td>
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<td>Operation of Plant</td>
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<td>$4,819,999.00</td>
<td>$572,528.87</td>
<td>$642,627.02</td>
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<td>Voc. E. Assessment</td>
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<td>$99,419.00</td>
<td>$16,569.80</td>
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<td>$-</td>
<td>$269,645.00</td>
<td>$44,707.50</td>
<td>$223,537.50</td>
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<td>Instruction K - 12</td>
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<td>$-</td>
<td>$14,218,224.00</td>
<td>$253,032.88</td>
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<tr>
<td>Article 7</td>
<td>Co-Curr. &amp; Athletics</td>
<td>$829,237.00</td>
<td>$-</td>
<td>$829,237.00</td>
<td>$38,863.71</td>
<td>$21,599.29</td>
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<tr>
<td>Article 8</td>
<td>District Administration</td>
<td>$950,098.00</td>
<td>$-</td>
<td>$950,098.00</td>
<td>$147,924.99</td>
<td>(12,711.71)</td>
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<tr>
<td>Article 9</td>
<td>Transportation Services</td>
<td>$1,533,555.00</td>
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<td>$159,747.51</td>
<td>$469,252.52</td>
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<td>Article 10</td>
<td>Debt Services</td>
<td>$1,581,756.00</td>
<td>$-</td>
<td>$1,581,756.00</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Article 11</td>
<td>Special Education Services</td>
<td>$4,592,878.00</td>
<td>$-</td>
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<td>$48,000.88</td>
<td>(4,755.96)</td>
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<tr>
<td>Totals</td>
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<td>$-</td>
<td>$34,080,295.00</td>
<td>$1,722,192.05</td>
<td>$1,579,320.40</td>
</tr>
</tbody>
</table>
### RSU 5 Nutrition Program Goals 2019-20

**RSU 5 Strategic Goal 4:** RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.

<table>
<thead>
<tr>
<th>Department Goal</th>
<th>Rationale &amp; Action Steps</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| **Strategic Goal:** 4.3 Improve and assure student access to the highest quality school nutrition program.  
4.3A Review the quality of the school nutrition program and the equity of its access to all students.  
Department Goal 1: Improve the effectiveness of SY 20 meal eligibility outreach and implementation | **A higher percentage of Free/Reduced-eligible students improves nutritional support for at-risk students, increases educational subsidies for the district and reduces economic hardship for the district’s families.**  
A. Develop new strategies to encourage application for meal benefits by families who have historically not qualified  
B. Identify opportunities for inter-departmental cooperation to identify and support the district’s most vulnerable households  
C. Ensure that all purchases made by F/R-eligible students are maximally healthy with minimal financial impact to families at Freeport High School | Summer 2019 and ongoing 2019-20                                                                 | A. Increase in overall number of applications submitted                  |
| Department Goal 2: Improve meal account communications between the Nutrition Program and student households | **RSU 5’s historically high meal debt has its roots in a lack of clear communication about meal costs, meal eligibility, purchase restrictions and expectation of timely payment for meals purchased.**  
A. Implement regular reminders of meal debt and meal costs to households  
B. Consistent followup with information about F/R meal applications to households with meal debt | September 2019  
Summer 2019 and ongoing 2019-20 | A. Reduction in average district meal debt/student  
B. Increase in F/R applications from households struggling with meal debt |
<table>
<thead>
<tr>
<th>Department Goal 3: Involve students in the Nutrition Program with regular activities that promote wellness, cultivate awareness and curiosity about food and encourage participation in the program</th>
<th>Actively soliciting and supporting student feedback and participation in the Nutrition Program is giving our students a voice beyond the classroom. Students who are personally vested in the Nutrition Program are more likely to participate in it. And students who are well-fed are more ready to learn.</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Involve students in menu development activities</td>
<td></td>
<td>A. Menus feature student-developed dishes</td>
</tr>
<tr>
<td>B. Engage students in the development and implementation of nutrition-based wellness activities at RSU 5</td>
<td></td>
<td>B. Students provide feedback to Wellness Committee on their experience with its initiative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Goal 4: Sustainability</th>
<th>RSU 5's Nutrition Program is committed to reducing the environmental impact of its operations.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Paperless menus and paperless invoicing at all grade levels</td>
<td></td>
<td>A. Paperless menus and invoicing</td>
</tr>
<tr>
<td>B. Collaborate with data specialist to ensure that all student information systems have complete household information to eliminate all paper communications with parents/guardians except those required by law</td>
<td></td>
<td>B. Steps taken to reduce paper</td>
</tr>
<tr>
<td>C. Elimination of all plastic straws and plastic utensils (except where necessary to avoid service disruption/significant loss of revenue)</td>
<td></td>
<td>C. Percent reduction in amount of straws and plastic utensils ordered</td>
</tr>
</tbody>
</table>
### Morse Street School Goals 2018-2019

#### SMART Goal Worksheet

**School:** Morse Street School

**District Goal:** Focus on Student Achievement through Improved Student-Centered Teaching and Learning.

<table>
<thead>
<tr>
<th>School SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| **Goal 1:** By May/June 2019 100% of teachers will report that they are regularly using 5 or more Responsive Classroom practices to increase student engagement and academic achievement. | - Provide support and feedback through observations of classrooms. (Julie Nickerson)  
- PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams)  
- Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff)  
- Provide support and Professional Development to teachers new to our school to build growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White) | | On-going 2018-2019 | Classroom observations, walkthroughs and planning documents  
Teacher survey results |
| **Baseline:** 50% (2017) of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement. 95% (2018) teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement. | | | | |
| **Goal 2:** By May/June 2020 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment. | - TC Staff Developer and Literacy Strategist provide targeted professional development in comprehension to ensure that all students are able to provide literal, interpretive and analytical responses. (Susan Dee)  
- EM Staff Developer and Math Strategist provide targeted professional development in targeted mathematical practices. (Amy Wheeler)  
- Literacy and Math Strategists continue to support differentiated small group work and increased student | | On-going 2018-2019 | F & P assessment for reading  
Math SLO  
NWEA (Grade 2 only)  
F & P June 2019 - 67%  
Grade 2 NWEA Reading |
<table>
<thead>
<tr>
<th>Goal 3: By May/June 2019</th>
<th>SAT Team collaborate to develop a multi-tiered documented process for supporting students with</th>
<th>On-going 2018-2019</th>
<th>Documented process and individual student</th>
</tr>
</thead>
</table>

- SAT Team collaborate to develop a multi-tiered documented process for supporting students with ...
| Data informed RTI-B process for supporting students with social-emotional needs | Social-emotional needs. (Julie Nickerson, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw and Aja Darak)  
- Provide Professional Development to all staff on proactive strategies to support students identified in Tier 1 and 2. (Julie Nickerson, Paul White, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw, Aja Darak and Sacha Shaw)  
- Develop a screening tool to identify vulnerable students early, and provide intervention. (SAT team)  
- Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention plans (Grade Level Teams)  
- Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams)  
- Grade level teams collaborate and analyze student data using protocols (Grade Level Teams)  
- Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers)  
- Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each student (Cindy Kivler and Classroom Teacher) | August 2018  
- August 2018  
- On-going 2018-2019  
- On-going 2018-2019  
- On-going 2018-2019  
- On-going 2018-2019 | Intervention plans  
- Established a documented process as well as Positive Behavior Support Plans with specific goals for Individual students  
- Piloted the use of SSBD (Systematic Screener for Behavioral Disorders) screener Fall, Winter and Spring |
### Morse Street School Goals 2019-2020

**Goal Worksheet**

<table>
<thead>
<tr>
<th>School: Morse Street School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Goal</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **RSU5 Strategic Goal 2:** All RSU 5 students regularly engage in meaningful student centered learning. | - TC Staff Developer and Literacy Strategist provide targeted professional development in text band characteristics, reciprocity of reading and writing, and comprehension strands to ensure that all students are able to provide higher level responses to demonstrate comprehension of text. (Susan Dee)  
- All teachers K-2 involved in Student Centred Coaching cycles to improve instruction in data driven area of need. (Classroom Teachers and Literacy Strategist)  
- Implement Units of study in Phonics in Grade K (Year 2) and Grade 1 (Year 1)  
- Literacy and Math Strategists continue to support differentiated small group work and increased student discourse with embedded PD in their content area. (Susan Dee and Talya Edlund)  
- Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers)  
- Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams)  
- Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers)  
- Provide PD to Pre-K teachers in early literacy practices that improve foundational skills in Reading and ways to embed literacy in play | | On going 2019-2020 | F & P assessment for reading Math SLO NWEA (Grade 2 only) |
| **MSS Goal 1:** By May/June 2020 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment. | | | | |
| June 2018 - 55%  
June 2019 - 65%  
June 2020 - 75% | | | | |
| 100% of students K-2 will make expected growth as measured by the Math SLO assessment. | | | | |

**Baseline:**  
**Reading**  
F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets.  
F & P Spring 2018 56% (119/212) students met or exceeded expected growth targets  
F & P Spring 2019 67% (149/222) students met | | | | |
or exceeded expected growth targets

**Math**
SLO Spring 2017
93% (190/205) students met or exceeded expected growth targets.

SLO Spring 2018
96% (204/212) students met or exceeded expected growth targets.

SLO Spring 2019
99% (224/226) students met or exceeded expected growth targets.

NWEA math achievement data:
2017
77.3% students average or above
2018
79.2% students average or above
2019
74% students average or above

**RSU5 Strategic Goal 1:** All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

**MIS Goal 2:** By May/June 2020 Develop and Implement a data informed RTI-B process

- Utilize SSBD (Systematic Screener for Behavioral Disorders) screening tool to identify vulnerable students early, and provide targeted intervention. (whole school team)

<p>| On going 2019-2020 | Collect and analyze Data collected from SSBD Data collected from PBSPs |</p>
<table>
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<th>for supporting students with social-emotional needs, and collect baseline data to monitor the effectiveness of the system</th>
<th></th>
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</table>
| • Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention plans (Grade Level Teams)  
• Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams)  
• Grade level teams collaborate and analyze student data using protocols (Grade Level Teams)  
• Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers)  
• Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each student (Cindy Kivler and Classroom Teacher)  
• Create sensory spaces and monitor the use and effectiveness for both Special Ed and General Ed students (OT and RTI-B Ed-tech) | (Positive Behavior Support Plans)  
Data Collected from check-in and out in Sensory Spaces |

| RSU5 Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.  
MSS Goal 3: By May/June 2020 increase opportunities for students PK-2 to engage with the community for meaningful and engaging learning |  |
| --- | --- |
| • Continue with community volunteers Lunch Buddy program (School Counselor)  
• Implement mentor program for community volunteers to work one on one with students (School Counselor)  
• Increase field trip opportunities in our local community to provide meaningful learning experiences for our PK-2 students (Grade Level Teams)  
• Partner with local groups to provide learning opportunities such as: Freeport Sustainability Committee and Freeport Historical Society (Principal and Grade Level Teams) | On going 2019-2020  
List of expanded opportunities |
Finance Subcommittee Report

Date: September 12, 2019
Committee: Finance Committee
Chair: Kate Brown
In attendance: Kate Brown, Michelle Ritcheson, Jeremy Clough, Michelle Lickteig
Guests:
Meeting Date: September 11, 2019

Agenda Items and Discussion:

Vote for Finance Committee Chair:
Jeremy nominated Kate Brown. Michelle R seconded nomination. All in favor. None opposed. Kate Brown will continue to be Finance Committee Chair for FY 2019-2020.

Next Steps on Cost Sharing:
Michelle R and Kate walked through the current cost sharing formula with Jeremy, the newest member of the Finance Committee. Then Michelle R and Kate walked Jeremy through the presentation slides. The committee continued to work on the presentation slides that will be shown in a School Board workshop in the fall. The committee assigned who will be responsible for handouts. The committee may need to set up another meeting before final presentation. That will be decided at the next meeting.

Next Meeting:
September 25, 2019 at 4p at Central Office.

Submitted by: Michelle Lickteig, Director of Finance

Regional School Unit No. 5

17 West St, Freeport, ME 04032 Telephone: 865-0928x25 E-mail: lickteigm@rsu5.org
Strategic Communications Subcommittee Report

Committee: Strategic Communications
Meeting date: September 13, 2019
Chair: Candy deCspikes
Committee Members in attendance: Lindsay Sterling, Becky Foley, Valy Steverlynk, Candy deCspikes
Committee Members absent: Lindsey Furtney

Agenda Items and Discussion:

1. The Committee spent time reviewing the results of the Workplace Satisfaction Survey and how to create the executive summary.
2. Becky will draft a summary based upon the committee’s feedback and distribute in the next week for feedback.
3. At the next meeting, the summary will be finalized before being placed on the Board agenda.
4. The meeting for October was changed to October 11th due to a conflict in Becky’s schedule.

The next meeting will be held on October 11, 2019 at 8:30 a.m.
Policy Subcommittee Report

Committee: Policy
Meeting date: September 6, 2019
Chair: Candy deCsipkes
Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Kate Brown, Cynthia Alexander
Guests: Emily Guyer

Review/Revise Policies:

The following policies were reviewed with no changes recommended.

- JLCE First Aid and Emergency Medical Care
- JLCE-E Life Sustaining Emergency Care
- JLIB Student Dismissal Precautions

The following policies were revised and will be brought to the Board for 1st read on September 25, 2019.

- ADA School System Goals and Objectives
- BCA Board of Directors Member Code of Ethics

The following policy was revised and will be brought back to the Policy Committee on October 11, 2019 for further discussion.

- BBA Board of Directors Powers and Responsibilities

The next meeting will be held on October 11, 2019 at 8:30 a.m.

Submitted by: Cynthia Alexander
TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Piddlen, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Nancy Decker, Alicia DeRoche

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment
DATE: September 16, 2019
RE: Review/Update of Policies

At the September 25, 2019 Board of Directors Meeting, the following policies will be on the agenda for 1st Read, 2nd Read, and Review. The policies are attached.

1st Read Policies
JJIF – Student Concussions and Other Head Injuries
JJIF-E – RSU5 Concussion Information Sheet
ADA – School System Goals and Objectives
BCA – Board of Directors Member Code of Ethics

2nd Read Policies
There are no policies for 2nd Read

The following policies were reviewed with no recommended revisions and require no Board action.
JLCE – First Aid and Emergency Medical Care
JLCEE – Life-Sustaining Emergency Care
JLIB – Student Dismissal Precautions
STUDENT CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are serious and can potentially result in significant brain damage and/or death if not recognized and treated properly. This policy is intended to promote awareness of this issue as well as the safety of students participating in school-sponsored activities that may pose a risk of concussion or other head injuries. This policy also applies to all school-sponsored activities that the Superintendent determines, in consultation with school staff, pose a risk of concussion or other head injury (hereafter referred to as “any other covered activities”).

The Superintendent shall ensure that all training, protocols and forms implemented in the school unit are consistent with materials promulgated by the Maine Department of Education.

A. **Staff Training**

All school personnel involved in school-sponsored activities shall receive training in the identification and management of concussions and other head injuries.

All identified personnel will receive refresher training whenever the Maine Department of Education recommendations, protocols and/or forms have been revised.

B. **Student and Parent/Guardian Acknowledgment**

Students who intend to participate in school-sponsored athletics (and any other covered activities), and their parent(s)/guardian(s) are required to sign the School Department’s Concussion/Head Injury Acknowledgment Form each year. Students may not participate in athletics (and any other covered activities) until the Acknowledgment Form is returned to the school.

C. **Removal of Students from School-Sponsored Activities, Evaluations and Medical Clearance**

Any student suspected of having sustained a concussion or other head injury in any school-sponsored activity must be immediately removed from the activity, practice or game.

A student suspected of having sustained a concussion or other head injury must receive a brain injury evaluation and written medical clearance from a licensed health care provider, trained in concussion management, and operating within the scope of practice such as an MD, DO, Physician’s Assistant or Nurse Practitioner prior to his/her being allowed to resume participation in the activity. Such return to participation may be gradual, and in all cases should be based on current accepted standards of care and the health care provider’s recommendations.

D. **Academic and Disability Considerations**

Teachers and other school staff should must be alerted to possible cognitive and academic issues that a student who has sustained a concussion or other head injury may experience. School staff
shall permit adjustments to the academic day and/or expectations, consistent with a medical recommendation from the student’s health care provider.

E. **Concussion Management Team**

The Superintendent will appoint a Concussion Management Team to be responsible, under the supervision of the Superintendent, to make recommendations related to the implementation of this policy. The Concussion Management Team will include the school nurses, Athletic Director, Athletic Trainer and may include one or more principals or assistant principals, the school physician, and other school personnel or consultants as the Superintendent deems appropriate.

The team shall oversee and implement this policy and related protocols for concussions and other head injuries based on the generally accepted standards of care. This team will identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy.

The policy and/or related protocols should be reviewed when generally accepted protocols change.

Legal References: Public Law Chapter 688 (2012)
20-A M.R.S.A. §§ 254(17); 1001(19)

Adopted: November 28, 2012
Revised: June 15, 2016
Revised: __________________________
Parents and student-athletes: You must turn in a signed form prior to the start of practice. This information sheet is available on the athletic webpage and copies are available at each school.

RSU NO. 5
CONCUSSION INFORMATION SHEET

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. All concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

**Symptoms may include one or more of the following:**
- Headaches
- “Pressure in head”
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- Blurred, double, or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- “Don’t feel right”
- Fatigue or low energy
- Behavioral/Emotional/Social changes
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems
  (forgetting game plays)
- Repeating the same question/comment
- Amnesia

**Signs observed by teammates, parents or coaches include:**
- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays in coordination
- Answers questions slowly
- Shows behavior or personality changes
- Can’t recall events prior to hit
- Can’t recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness
- Slurred speech

This document is adapted from the CDC and the 3rd International Conference on Concussion in Sport Consensus Statement (2009)
RSU NO. 5 CONCUSSION INFORMATION SHEET

**What can happen if my child keeps on playing with a concussion or returns too soon?**

Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries, and concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete’s safety.

**If you think your child has suffered a concussion**

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. RSU No. 5 requires the consistent and uniform implementation of a return to play concussion protocol as reflected in Board policy:

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately.

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been evaluated and received written medical clearance to do so from a qualified and licensed health care provider. Such return to participation will be gradual, and in all cases should be based on current accepted standards of care.

You should also inform the athletic trainer, school nurse, and your child’s coach if you think that your child may have a concussion. Remember it’s better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:  
[http://www.cdc.gov/Headsup](http://www.cdc.gov/Headsup)

<table>
<thead>
<tr>
<th>Student-athlete Name Printed</th>
<th>Student-athlete Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Parent or Legal Guardian Printed</td>
<td>Parent or Legal Guardian Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Adopted: November 28, 2012  
Revised: ____________________  
RSU No. 5 School Department  
Page 2 of 2
SCHOOL SYSTEM GOALS AND OBJECTIVES

The RSU 5 RSU No. 5 Board of Directors recognizes its responsibility to develop a strategic vision and set goals for the efficient operation of the school unit. In discharging this responsibility, the Board of Directors will strive to ensure that the resources of the unit are directed toward meeting the educational needs of each eligible student.

The Board of Directors will develop annual goals based on input solicited from a variety of sources. These goals will be shared with the community, the staff, and the students. The administration shall develop appropriate objectives designed to achieve the stated priorities goals.

The Board of Directors will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

Adopted: May 27, 2009
Reviewed: December 8, 2010
Reviewed: November 20, 2013
Revised: __________________
BOARD OF DIRECTORS MEMBER CODE OF ETHICS

Having accepted the challenge of service on the Board of Directors, I, as a member, accept the principles set forth in the following code of ethics to guide me in helping to provide free public education to all the children of my school unit within the State of Maine RSU No. 5.

Each Board member shall:
A. I will view service on the Board of Directors as an opportunity to serve my community, state, and nation because I believe public education is the best means to promote the welfare of our people and to preserve our democratic way of life.

B. I will at all times think of children first and base my decisions on how they will affect children, their education, and their training.

C. I will make no disparaging remarks, in or out of the Board of Directors meetings, about other members of the Board or their opinions.

D. I will remember at all times that as an individual I have no legal authority outside the meetings of the Board of Directors, and that I will conduct my relationship with the school staff, the local citizenry, and all media of communications on the basis of this fact.

E. I will recognize that my responsibility is not to operate the schools but to see that they are well operated.

F. I will seek to provide education for all children in the community commensurate with their needs and abilities.

G. I will listen to all citizens but will refer all complaints to the proper authorities, and will discuss such complaints only at a regular meeting after failure of administrative solution.

H. I will abide by a decision graciously once it has been made by the majority of the Board of Directors.

I. I will not criticize employees publicly, but will make such criticism to the Superintendent for investigation and action, if necessary.

J. I will make decisions openly after all facts bearing on a question have been presented and discussed.

K. I will refuse to make promises as to how I will vote on a matter that should properly come before the Board of Directors as a whole.

RSU No. 5 School Department
Page 1 of 2
L. I will not discuss the confidential business of the Board of Directors in my home, on the street, in my office, or any location other than during a Board of Directors executive session.

M. I will confine my Board of Directors action to policy making, planning, and appraisal, leaving the administration of the schools to the Superintendent.

N. I will welcome and encourage cooperation and participation by teachers, administrators, and other personnel in developing policies that affect their welfare and that of the children they serve.

O. I will endeavor at all times to see that schools have adequate financial support within the capabilities of the community and state, in order that every child may receive the best possible education.

P. I will resist every temptation and outside pressure to use my position as a Board member to benefit myself or any individual or agency apart from the total interest of the school unit.

Q. I will endeavor to attend every regular and special Board of Directors meeting recognizing that my presence means representation for my town or city. If I find that this is not possible for an extended length of time, I will give consideration to resigning from my position on the Board of Directors.

R. I will recognize at all times that the Board of Directors of which I am a member is an agent of the state, and as such, I will abide by the laws of the state and the regulations formulated by the Maine Department of Education and by the State Board of Education.

The Board shall review this policy at the beginning of each school year and each member will sign the acknowledgement form. Any new members to the Board will read this policy and sign acknowledgement during Board orientation.

Adopted: October 28, 2009
Reviewed: January 26, 2011
Reviewed: December 18, 2013
Revised: ___________
RSU5’s mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 1:** All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

**Evidence:**
- Improvement on assessments collected on District Scorecard

<table>
<thead>
<tr>
<th>Strategic Objective 1.1:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
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<tbody>
<tr>
<td>Strengthen and align all social/emotional development systems.</td>
<td>A. Identify current existing practices and structures at all grade levels to assess their effectiveness</td>
<td>Assistant Supt.</td>
<td>A/B: Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice</td>
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<td>B. Identify gaps and or needed improvements in practices/structures</td>
<td>Lead Guidance Counselor</td>
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<td></td>
<td>C. Explore options for filling gaps and making improvements</td>
<td>1 Building Administrator</td>
<td></td>
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<tr>
<td></td>
<td>D. Develop and recommend a plan to fill gaps and make improvements</td>
<td></td>
<td>C. Written report on options considered for changing, adding or improving practices/structures</td>
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<td></td>
<td></td>
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<td>D. Written recommendations to Superintendent</td>
</tr>
</tbody>
</table>
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 2:** All RSU5 students regularly engage in meaningful student centered learning

**Evidence:**
- Improvement on assessments collected on District Scorecard

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<tr>
<th>Strategic Objective 2.1:</th>
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<th>Progress Indicators</th>
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</thead>
</table>
| Review research and explore options for the implementation of student centered instructional practices. | A. Establish a shared understanding/definition of characteristics of student centered learning  
B. Assess current RSU5 instructional practices to determine alignment with student centered learning characteristics and identify gaps | Assistant Superintendent  
1 Building Administrator  
Teachers | A. Agreed upon and published characteristics of “RSU5 student centered learning”  
B. Written summary documentation of alignment of existing student centered practices |
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 2:** All RSU5 students regularly engage in meaningful student centered learning.

**Evidence:**
- Improvement on assessments collected on District Scorecard

<table>
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<th>Strategic Objective 2.3:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
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</table>
| Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners. | A. Identify opportunities for expanding staff collaboration time  
B. Develop and recommend a plan to foster collaboration and staff voice  
C. Implement recommendations | Superintendent  
Teachers  
Association President  
Principals | A. Written report on options considered for changing, adding/improving practices  
B. Documentation of meetings with Association/decisions made |
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 2.5:** All RSU5 students regularly engage in meaningful student centered learning.  
**Evidence:**  
- Improvement on assessments collected on District Scorecard

<table>
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<tr>
<th>Strategic Objective 2.5:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
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</table>
| Establish formalized systems for annual identification of goals for the improvement of student achievement | A. Create a protocol for establishing student achievement goals based on agreed upon data points. | Superintendent  
Assistant Superintendent  
Data Specialist | Written protocol |
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 3:** All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

**Evidence:**
- Improvement on assessments collected on District Scorecard

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<tr>
<th>Strategic Objective 3.1:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
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<tbody>
<tr>
<td>Expand avenues used to proactively distribute information about RSU5 schools and seek feedback from stakeholders about the schools.</td>
<td>A. Identify and assess the effectiveness of all existing modes of communication with parents and community</td>
<td>Strategic Communications Committee</td>
<td>A/B Written documentation of existing communication modes with their strengths and weaknesses</td>
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<td></td>
<td>B. Identify needed improvements</td>
<td>Superintendent</td>
<td></td>
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<tr>
<td></td>
<td>C. Explore options for revising adjusting, expanding communication strategies</td>
<td></td>
<td>C. Written report on options for changing, adding communication strategies</td>
</tr>
</tbody>
</table>
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 3:** All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

**Evidence:**
- Improvement on assessments collected on District Scorecard

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<tr>
<th>Strategic Objective 3.2:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
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</thead>
<tbody>
<tr>
<td>Engage all RSU5 learners in community based learning both in the classroom and out in the community.</td>
<td>A. Identify and assess the effectiveness of current existing school-community learning partnerships.</td>
<td>Assistant Superintendent Building Principals Outreach and Service Learning Coordinator</td>
<td>A. Written documentation of existing CBL partnerships</td>
</tr>
</tbody>
</table>
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 4:** RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

**Evidence:**
- Improvement on assessments collected on District Scorecard

<table>
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<tr>
<th>Strategic Objective 4.1:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
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<tbody>
<tr>
<td>Ensure that all staff and students have quality facilities to meet their needs.</td>
<td>A. Review and update the existing Capital Improvement Plan (CIP)</td>
<td>Superintendent Director of Transportation and Facilities Director of Finance</td>
<td>A. Written documentation of existing Capital Improvement Plan along with the review and prioritization of adjustments and additional facility needs</td>
</tr>
</tbody>
</table>
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 4:** RSU5 has well-developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

**Evidence:**
- Improvement on assessments collected on District Scorecard

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<tr>
<th>Strategic Objective 4.2:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
</tr>
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</table>
| Attract and retain highly effective staff | A. Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction and mentoring practices)  
B. Identify gaps and/or needed improvements in practices/policies  
C. Review and improve protocols for required trainings | Assistant Superintendent  
Director of Human Resources | A. Written documentation of assessment of existing practices/policies |
**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 4:** RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.  
**Evidence:**  
- Improvement on assessments collected on District Scorecard

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<th>Strategic Objective 4.4:</th>
<th>Action Strategies:</th>
<th>Person Responsible</th>
<th>Progress Indicators</th>
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</thead>
</table>
| Provide all students transportation that supports their participation in curricular and extra-curricular programs | A. Assess existing bus runs  
B. Explore options to provide transportation for all curricular and extracurricular programs  
C. Make recommendations to improve services for students | Director of Facilities and Transportation  
Athletic Director  
One Principal | A/B. Written documentation of assessment of the adequacy of existing bus runs and options considered for changing, adding or improving bus services  
C. Written recommendations to Superintendent |
RSU 5 Strategic Plan Goals 2019-2024  
(Board Adopted: 6/12/19)

**CLIMATE/CULTURE**

Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

**Objective 1.1** Strengthen and align all social/emotional supports and systems to meet the needs of all learners in RSU 5.

**Objective 1.2** Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district levels.

**Objective 1.3** Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.

**TEACHING AND LEARNING**

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning*.

**Objective 2.1** Review, research, and explore options for the implementation of student centered instructional practices.

**Objective 2.2** Expand curricular and extra-curricular choices that respond to students’ interests and needs.

**Objective 2.3** Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.

**Objective 2.4** Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.

**Objective 2.5** Establish formalized systems for annual identification of goals for the improvement of student achievement.
SCHOOL-COMMUNITY RELATIONS

Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.1 Expand avenues used to proactively distribute information about RSU 5 schools and seek feedback from stakeholders about the schools.

Objective 3.2 Engage all RSU 5 learners in community-based learning both in the classroom and out in the community.

Objective 3.3 Encourage and support strong staff-parent partnerships to enhance student success.

FINANCE AND OPERATIONS

Strategic Goal 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

Objective 4.2 Attract and retain highly effective staff.

Objective 4.3 Improve and assure student access to the highest quality school nutrition program.

Objective 4.4 Provide all students with transportation that supports their participation in curricular and extra-curricular programs.

Objective 4.5 Strengthen community engagement and support in short-and long-term financial planning.
Glossary:

Student Centered Learning Characteristics: *
As we are defining it, student centered learning includes the following characteristics:

- Active engagement
- Hands-on experiential learning
- Community-based
- Collaborative
- Personalized to meet learner needs
- Strong supports for learner success
- Learner voice/choice
- Learning at varied pacing
- Interdisciplinary
STRATEGIC GOAL 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1 Strengthen and align all social/emotional development systems.

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<thead>
<tr>
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<th>PERSON RESPONSIBLE</th>
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</thead>
<tbody>
<tr>
<td>What specific actions will be taken to achieve the goal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1A Identify current existing practices and structures at all grade levels to assess their effectiveness.</td>
<td>Staff time</td>
<td>Assistant Superintendent</td>
<td>1.1A – D June 2020</td>
<td>1.1 A&amp;B Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice</td>
</tr>
<tr>
<td></td>
<td>Possible travel</td>
<td>Lead Guidance Counselor</td>
<td>1.1E Begin implementation September 2020; completed May 2021</td>
<td>1.1C Written report on options considered for changing, adding or improving/structures</td>
</tr>
<tr>
<td></td>
<td>Possible cost factors</td>
<td>1 Building Administrator</td>
<td></td>
<td>1.1D Written recommendations to Superintendent</td>
</tr>
<tr>
<td>1.1B Identify gaps and/or needed improvements in practices/structures.</td>
<td></td>
<td></td>
<td></td>
<td>1.1E Observation of new practices through a walkthrough, and/or survey</td>
</tr>
<tr>
<td>1.1C Explore options for filling gaps and making improvements, including researching effective practices.</td>
<td></td>
<td></td>
<td></td>
<td>1.1F Ongoing reports to Superintendent/Board about effectiveness of new practices</td>
</tr>
<tr>
<td>1.1D Develop &amp; recommend a plan to fill gaps and make improvements.</td>
<td></td>
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<tr>
<td>1.1E Implement recommendations per details in the plan.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1.1F Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.</td>
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STRATEGIC GOAL 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

OBJECTIVE 1.2 Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district level.

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<tbody>
<tr>
<td>1.2A Identify and assess the effectiveness of all currently existing opportunities for student voice at each school.</td>
<td>Staff time</td>
<td>Principals at each school</td>
<td>1.2A- C December 2021</td>
<td>1.2A Documentation of assessment of current student voice practices</td>
</tr>
<tr>
<td>1.2B Explore options at each school for increasing student voice, including researching best practices.</td>
<td>Possible travel to other schools outside of District</td>
<td>Student participation as appropriate</td>
<td>1.2D May 2022</td>
<td>1.2B Minutes/notes of meetings to explore options for increased student voice</td>
</tr>
<tr>
<td>1.2C Recommend practices/structures to increase student voice at all levels.</td>
<td></td>
<td></td>
<td>1.2E May 2023</td>
<td>1.2C Documentation of recommendations</td>
</tr>
<tr>
<td>1.2D Implement new practices and structures that increase student voice at all levels.</td>
<td></td>
<td></td>
<td></td>
<td>1.2D Observe and document new and revised practices by May 2022 including student input</td>
</tr>
<tr>
<td>1.2E Continuously evaluate and adjust as needed.</td>
<td></td>
<td></td>
<td></td>
<td>1.2E Ongoing reports to Supt/Board about effectiveness of new practices</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 1: ALL RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

OBJECTIVE 1.3 Maximize student opportunities for physical movement and adequate breaks to elevate learning.

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<td>What specific actions will be taken to achieve the goal?</td>
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<td>Who will oversee the completion of this piece of the work?</td>
<td>Estimated date for completion of this action step.</td>
<td>What is the evidence we will accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>1.3A Identify and assess the effectiveness of all existing opportunities for physical movement/breaks at the classroom and school level.</td>
<td>Staff time and resources</td>
<td>Building principals at each level</td>
<td>1.3A - D December 2021</td>
<td>1.3 A - B Documentation of assessment process and results</td>
</tr>
<tr>
<td>1.3B Identify areas in need of improvements and /or additional breaks.</td>
<td>Possible travel to explore practices in other schools</td>
<td></td>
<td>1.3E May 2022</td>
<td>1.3C Documented summary of exploration and research findings</td>
</tr>
<tr>
<td>1.3C Explore / research effective practices in use in other schools with similar grade level spans.</td>
<td></td>
<td></td>
<td>1.3F May 2023</td>
<td>1.3D Written record of recommendations to Superintendent</td>
</tr>
<tr>
<td>1.3D Make recommendations with stakeholder input to Superintendent for improvement in local practice that reflect research and suit the needs of the local school. Share ideas w/ colleagues at similar grade level schools in the District.</td>
<td></td>
<td></td>
<td></td>
<td>1.3 E - F Survey students and staff regarding effectiveness of new practices. Ongoing reports to Superintendent/Board</td>
</tr>
<tr>
<td>1.3E Implement recommendations as soon as practical.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.3F Evaluate new practices and adjust as needed.</td>
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</table>
STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning.

Objective 2.1 Review research and explore options for the implementation of student centered instructional practices.

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<tbody>
<tr>
<td>2.1A Establish a shared understanding/definition of characteristics of student centered learning</td>
<td>Staff time</td>
<td>Assistant Superintendent</td>
<td>2.1A December 2019</td>
<td>2.1A Agreed upon and published characteristics of &quot;RSU 5 student centered learning&quot;</td>
</tr>
<tr>
<td>2.1B Assess current RSU 5 instructional practices to determine alignment with student centered learning characteristics and identify gaps.</td>
<td>Possible travel</td>
<td>1 Building Administrator</td>
<td>2.1B June 2020</td>
<td>2.1B Written summary documentation of alignment of existing student centered practices</td>
</tr>
<tr>
<td>2.1C Explore student centered practices in schools in Maine and beyond.</td>
<td>Possible cost factors in recommendations, i.e. professional development</td>
<td>Teachers</td>
<td>2.1C - D. May 2021</td>
<td>2.1C Written report on options considered for changing instructional practices</td>
</tr>
<tr>
<td>2.1D Evaluate options, make recommendations, and create plan.</td>
<td></td>
<td></td>
<td>2.1E May 2022</td>
<td>2.1D Written recommendations to Superintendent</td>
</tr>
<tr>
<td>2.1E Implement recommendations per plan.</td>
<td></td>
<td></td>
<td>2.1F May 2023</td>
<td>1G Observation of student centered practices in classrooms</td>
</tr>
<tr>
<td>2.1F Continued expansion of student centered practices.</td>
<td></td>
<td></td>
<td>2.1G May 2024, ongoing</td>
<td>2.1F Ongoing reports to Supt/Board on effectiveness of student centered instructional practices</td>
</tr>
<tr>
<td>2.1G Evaluate the effectiveness of improved or new practices. Revise as necessary.</td>
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</tbody>
</table>


**STRATEGIC GOAL 2:** All RSU 5 students regularly engage in meaningful student centered learning*.

**Objective 2.2 Expand curricular and extra-curricular choices that respond to students' interests and needs.**

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<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>2.2A. Catalog and review all current RSU5 curricular and extra-curricular offerings.</td>
<td>Staff time</td>
<td>1 Elementary Principal</td>
<td>2.2A - C May 2021</td>
<td>2.2A &amp; B Written documentation of existing curricular and extra-curricular program components, and expressed areas of interest</td>
</tr>
<tr>
<td>2.2B. Survey staff and students to identify their areas of interest as the system considers additional courses, mini-courses, activities, clubs, extra-curricular choices.</td>
<td>Financial resources to support new programs (staff, equipment, space.)</td>
<td>1 Middle/High School Administrator</td>
<td>2.2D December 2021</td>
<td>2.2B Written report on options considered for adding programs</td>
</tr>
<tr>
<td>2.2C. Explore and evaluate possible new options for additional program components.</td>
<td>Assistant Superintendent</td>
<td>2.2E September 2022</td>
<td>2.2D Written recommendations to Superintendent</td>
<td></td>
</tr>
<tr>
<td>2.2D. Develop and recommend a plan to the Superintendent to add curricular and extracurricular choices.</td>
<td></td>
<td>2.2F Sept 2023, ongoing</td>
<td>2.2E Observation of new programs</td>
<td></td>
</tr>
<tr>
<td>2.2E Implement recommendations per details in the plan.</td>
<td></td>
<td></td>
<td>2.2F Ongoing reports to Superintendent/Board of the effectiveness of new/ revised programming</td>
<td></td>
</tr>
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<td>2.2F Evaluate and adjust as necessary.</td>
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STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning.

Objective 2.3 Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.

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</tr>
<tr>
<td>2.3A Identify opportunities for expanding staff collaboration time.</td>
<td>Staff time</td>
<td>Superintendent</td>
<td>2.3A - C Completed by June 2020</td>
<td>2.3A Written report on options considered for changing, adding/improving practices</td>
</tr>
<tr>
<td>2.3B Develop &amp; recommend a plan to foster collaboration and staff voice.</td>
<td>Possible cost factors in recommendations</td>
<td>Teachers Association President</td>
<td>2.3D May 2021</td>
<td>2.3B Documentation of decisions made by Superintendent and Association President</td>
</tr>
<tr>
<td>2.3C Implement recommendations.</td>
<td></td>
<td></td>
<td></td>
<td>2.3C Documented feedback from staff about improved practices</td>
</tr>
<tr>
<td>2.3D Evaluate the effectiveness of new practices and revise as necessary.</td>
<td></td>
<td></td>
<td></td>
<td>2.3D Ongoing reports to Superintendent/Board about effectiveness of new practices</td>
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STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning*.

Objective 2.4 Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.

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<td>Estimated date for completion of this action step within the next year</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>2.4A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback.</td>
<td>Staff time</td>
<td>Assistant Superintendent Proficiency Based Education Committee</td>
<td>2.4A - B December 2021 2.4C September 2022 2.4D May 2023</td>
<td>2.4 A - C Written report on options considered for improving practices and recommendations to Superintendent</td>
</tr>
<tr>
<td>2.4B. Make needed recommendations for changes.</td>
<td></td>
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</tr>
<tr>
<td>2.4C. Insure comprehensive communication to all stakeholders.</td>
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</tr>
<tr>
<td>2.4D Evaluate the effectiveness of improved practices and adjust as necessary.</td>
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</table>

* Student growth is measured by academic, social-emotional, and physical health indicators.
STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning.

Objective 2.5 Establish formalized systems for annual identification of goals for the improvement of student achievement.

<table>
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<td>Who will oversee the completion of this piece of the work?</td>
<td>Estimated date for completion of this action step within the next year</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>2.5A Create a protocol for establishing student achievement goals based on agreed upon data points.</td>
<td>Staff time</td>
<td>Superintendent</td>
<td>2.5A June 2020</td>
<td>2.5.A Written protocol</td>
</tr>
<tr>
<td>2.5.B Implement the protocol.</td>
<td></td>
<td>Assistant Superintendent</td>
<td>2.5.B May 2021</td>
<td>2.5B Publication of the student achievement goals and data used</td>
</tr>
<tr>
<td>2.5.C Evaluate the effectiveness of the protocol and adjust as necessary.</td>
<td></td>
<td>Data Specialist</td>
<td>2.5C May 2021, ongoing</td>
<td>2.5.C Feedback from School Board about satisfaction with goals based on supporting data</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.1 Expand avenues used to proactively distribute information about RSU 5 schools and seek feedback from stakeholders about the schools.

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<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>3.1A Identify and assess the effectiveness of all existing modes of communication with parents and community.</td>
<td>Committee and Staff time</td>
<td>Strategic Communication Committee</td>
<td>3.1A - 1C June 2020</td>
<td>3.1A - B Written documentation of existing communication modes with their strengths and weaknesses</td>
</tr>
<tr>
<td>3.1B Identify needed improvements.</td>
<td>Possible cost factors in improved strategies</td>
<td>Superintendent</td>
<td>3.1D December 2020</td>
<td>3.1C Written report on options considered for changing, adding communication strategies</td>
</tr>
<tr>
<td>3.1C Explore options for revising, adjusting, expanding communication strategies.</td>
<td></td>
<td></td>
<td>3.1E May 2021, ongoing</td>
<td></td>
</tr>
<tr>
<td>3.1D Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td>3.1D Written recommendations to Board from Communications Committee. Observation of new/improved practices</td>
</tr>
<tr>
<td>3.1E Evaluate effectiveness and adjust as necessary.</td>
<td></td>
<td></td>
<td>1E Ongoing reports to Board about communications strategies</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.2 Engage all RSU 5 learners in community based learning both in the classroom and out in the community.

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<td>Estimated date for completion of this action step.</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>3.2A Identify and assess the effectiveness of current existing school-community learning partnerships.</td>
<td>Staff time</td>
<td>Assistant Superintendent</td>
<td>3.2A June 2020</td>
<td>3.2A Written documentation of existing CBL partnerships</td>
</tr>
<tr>
<td>3.2B Survey students and staff to identify additional school-based learning opportunities that would align with the curriculum and spark student interests.</td>
<td>Possible travel</td>
<td>Building Principals</td>
<td>3.2B December 2020</td>
<td>3.2B Documentation of survey and results</td>
</tr>
<tr>
<td>3.2C Explore other school systems that use community based learning strategies.</td>
<td>Possible cost factors in recommendations</td>
<td>Outreach and Service Learning Coordinator</td>
<td>3.2C - D May 2021</td>
<td>3.2C - D Written recommendations to Superintendent</td>
</tr>
<tr>
<td>3.2D Develop and recommend a plan to the Superintendent to increase community based learning opportunities over time.</td>
<td></td>
<td></td>
<td>3.2E May 2022</td>
<td>3.2G Ongoing reports to Superintendent/Board of new CBL partnerships</td>
</tr>
<tr>
<td>3.2E Begin implementation of recommendations per details in the plan.</td>
<td></td>
<td></td>
<td>3.2F May 2023</td>
<td></td>
</tr>
<tr>
<td>3.2F Continued expansion.</td>
<td></td>
<td></td>
<td>3.2G 2024</td>
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</tr>
<tr>
<td>3.2G Evaluate the effectiveness of community based learning and adjust as necessary.</td>
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**STRATEGIC GOAL 3:** All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

**Objective 3.3** Encourage and support strong staff-parent partnerships to enhance student success.

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<tr>
<td>3.3A Identify current parental supports.</td>
<td>Staff time</td>
<td>Lead Principal</td>
<td>3.3A December 2020</td>
<td>3.3A Written documentation of existing parent support practices.</td>
</tr>
<tr>
<td>3.3B Explore/research strategies for improving/expanding/strengthening school-parent partnerships.</td>
<td>Possible cost factors in recommendations</td>
<td>Building Principals 2 Parents</td>
<td>3.3B December 2021</td>
<td>3.3B Summary of findings</td>
</tr>
<tr>
<td>3.3C Develop and recommend a plan of action to encourage more and stronger school-parent partnerships.</td>
<td></td>
<td>3.3C. December 2021</td>
<td>3.3C Written recommendations to Superintendent</td>
<td></td>
</tr>
<tr>
<td>3.3D Implement recommendations.</td>
<td></td>
<td>3.3D September 2022</td>
<td>3.3D Feedback from teachers, parents, students as appropriate</td>
<td></td>
</tr>
<tr>
<td>3.3E Evaluate the effectiveness of strategies and adjust as necessary.</td>
<td></td>
<td>3.3E May 2023</td>
<td>3.3E Reports to Superintendent/Board about effects of school-parent partnership practices</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>RESOURCES NEEDED</th>
<th>PERSON RESPONSIBLE</th>
<th>COMPLETION DATE</th>
<th>PROGRESS INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific actions will be taken to achieve the goal?</td>
<td>What financial &amp; human resources are needed to do this work?</td>
<td>Who will oversee the completion of this piece of the work?</td>
<td>Estimated date for completion of this action step.</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>4.1A Review and update the existing Capital Improvement Plan (CIP).</td>
<td>Staff time</td>
<td>Superintendent</td>
<td>4.1A December 2019</td>
<td>4.1A Written documentation of existing Capital Improvements Plan along with the review and prioritization of adjustments and additional facility needs</td>
</tr>
<tr>
<td>4.1B Explore options for improving facilities expansions/renovations.</td>
<td>Costs associated with recommendations</td>
<td>Director of Transportation and Facilities</td>
<td>4.1B May 2021</td>
<td>4.1B Written documentation of options</td>
</tr>
<tr>
<td>4.1C Make recommendations to Board.</td>
<td></td>
<td>Director of Finance</td>
<td>4.1C December 2021</td>
<td>4.1C Written recommendations</td>
</tr>
<tr>
<td>4.1D Implement recommended improvements.</td>
<td></td>
<td></td>
<td>4.1D May 2024</td>
<td>4.1D Reports to School Board about improvements</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, facilities, transportation, food service and human resource systems to support the learning of all students.

Objective 4.2 Attract and retain highly effective staff.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
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<tr>
<td>What specific actions will be taken to achieve the goal?</td>
<td>What financial &amp; human resources are needed to do this work?</td>
<td>Who will oversee the completion of this piece of the work?</td>
<td>Estimated date for completion of this action step within the next year</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>4.2A Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction &amp; mentoring practices).</td>
<td>Staff time</td>
<td>Assistant Superintendent</td>
<td>4.2A - C June 2020</td>
<td>4.2A - D Written documentation of assessment of existing practices/policies.</td>
</tr>
<tr>
<td>4.2B Research effective practices.</td>
<td>Possible cost factors in recommendations</td>
<td>Director of Finance and Human Resources</td>
<td>4.2D December 2020</td>
<td>4.2E Written recommendations to Superintendent</td>
</tr>
<tr>
<td>4.2C Identify gaps and/or needed improvements in practices/policies.</td>
<td></td>
<td>Superintendent</td>
<td>4.2E December 2021</td>
<td></td>
</tr>
<tr>
<td>4.2D Review and improve protocols for required trainings.</td>
<td></td>
<td>Strategic Communications Committee</td>
<td>4.2F December 2021</td>
<td></td>
</tr>
<tr>
<td>4.2E Develop and recommend a plan to make needed improvements, including impacted stakeholders.</td>
<td></td>
<td></td>
<td>4.2G May 2022</td>
<td></td>
</tr>
<tr>
<td>4.2F Implement recommendations in the plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2G Evaluate attrition rate, and other relevant data.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.

Objective 4.3 Improve and assure student access to the highest quality school nutrition program.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.3A Review the quality of the school nutrition program and the equity of its access to all students.</td>
<td>Staff time</td>
<td>Director of Nutrition, Wellness Committee and Nutrition Staff</td>
<td>4.3A - B December 2020</td>
<td>4.3A - B Written documentation of nutrition program review</td>
</tr>
<tr>
<td>4.3B Make recommendations to the Superintendent.</td>
<td>Possible cost factors in recommendations</td>
<td>4.3C May 2021</td>
<td>4.3C Written recommendations to Superintendent</td>
<td></td>
</tr>
<tr>
<td>4.3C Implement recommended changes in nutrition program and access.</td>
<td></td>
<td>4.3D - E September 2021</td>
<td>4.3D Annual Maintenance Schedule</td>
<td></td>
</tr>
<tr>
<td>4.3D Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.</td>
<td></td>
<td></td>
<td>4.3E Written recommendations to the Superintendent/Board</td>
<td></td>
</tr>
<tr>
<td>4.3E Make recommendations to the Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.

Objective 4.4 Provide all students transportation that supports their participation in curricular and extra-curricular programs.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
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<td>Estimated date for completion of this action step.</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>4.4A Assess existing bus runs for safety and timeliness.</td>
<td>Staff time</td>
<td>Director of Facilities and Transportation</td>
<td>4.4A - 4B June 2020</td>
<td>4.A - B Written documentation of assessment of the adequacy of existing bus runs and options considered for changing, adding or improving bus services</td>
</tr>
<tr>
<td>4.4B Explore options to provide transportation for all curricular and extra-curricular programs</td>
<td>Additional staffing and busing</td>
<td>Athletic Director</td>
<td>4.4C June 2020</td>
<td>4.C Written recommendations to superintendent</td>
</tr>
<tr>
<td>4.4C Make recommendations to improve services for students, with appropriate stakeholder input.</td>
<td></td>
<td>One Principal</td>
<td>4.4D May 2021</td>
<td>4.D Ongoing reports to Superintendent/Board on the improvements to bus service.</td>
</tr>
<tr>
<td>4.4D Implement recommended improvements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

Objective 4.5 Strengthen community engagement and support in short and long term financial planning.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>RESOURCES NEEDED</th>
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<td>What specific actions will be taken to achieve the goal?</td>
<td>What financial &amp; human resources are needed to do this work?</td>
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<td>Estimated date for completion of this action step.</td>
<td>What is the evidence we would accept that this action has successfully been completed?</td>
</tr>
<tr>
<td>4.5A Assess existing community engagement in financial planning processes.</td>
<td>Staff time</td>
<td>Director of Finance and Human Resources Superintendent</td>
<td>4.5A December 2020</td>
<td>4.5A - B Written documentation of existing communication practices and options considered for improvements</td>
</tr>
<tr>
<td>4.5B Explore and evaluate options for improving communication regarding financial planning for the district.</td>
<td>Possible cost factors in recommendations</td>
<td>4.5B May 2021</td>
<td>4.5C Written recommendations to Superintendent/Finance Committee</td>
<td></td>
</tr>
<tr>
<td>4.5C Make recommendations to the Finance Committee to improve financial planning communication practices.</td>
<td></td>
<td>4.5C December 2021</td>
<td>4.5D May 2022</td>
<td>4.5D Solicit feedback from various stakeholders</td>
</tr>
<tr>
<td>4.5D Implement recommended improvements.</td>
<td></td>
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</tr>
<tr>
<td>1.1 Social Emotional</td>
<td>Identify practices, gaps, and options, making plans</td>
<td>Implement action steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Student Voice</td>
<td></td>
<td>Identify existing opportunities; Explore options for strengthening; Recommend options for implementation</td>
<td>Implement revised practices to further student voice</td>
<td></td>
</tr>
<tr>
<td>1.3 Movement</td>
<td></td>
<td>Identify current opportunities; Identify areas in need of Improvement; Research effective practices; Recommendations</td>
<td>Implement recommendations as determined by plan</td>
<td></td>
</tr>
<tr>
<td>2.1 Student Centered Practices</td>
<td>Define term &amp; characteristics Assess current practices and identify gaps</td>
<td>Explore other options at neighboring schools; evaluate options and make recommendations; Create plan</td>
<td>Implement recommendations</td>
<td></td>
</tr>
<tr>
<td>2.2 Curricular/Extra-curricular</td>
<td></td>
<td>Review current offerings; Survey staff/students for expansion; Explore/evaluate new options</td>
<td>Recommendations to the Superintendent for expansion</td>
<td>Implementation of expanded offerings</td>
</tr>
<tr>
<td>2.3 Collaboration/Staff Voice</td>
<td></td>
<td>Identify opportunities to expand collaboration; Recommend plan. Implement collaboration plan; Evaluate effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Grading/Reporting Practices</td>
<td></td>
<td>Identify needed improvements; Make needed recommendations</td>
<td>Implement improved communications with all stakeholders</td>
<td></td>
</tr>
<tr>
<td>2.5 Data</td>
<td></td>
<td>Create formalized protocol</td>
<td>Implement and evaluate protocol</td>
<td></td>
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<td>------------------------------------------------</td>
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</tr>
<tr>
<td>3.1 Communication with Stakeholders</td>
<td></td>
<td></td>
<td>Develop and implement plan</td>
<td>Evaluate effectiveness and revise as needed</td>
</tr>
<tr>
<td>3.2 Community Based Learning</td>
<td></td>
<td></td>
<td>Identify and assess current happenings</td>
<td>Survey student and staff to identify gaps</td>
</tr>
<tr>
<td>3.3 Parent Partnership</td>
<td></td>
<td></td>
<td>Identify current ways parents engage; Explore ways to strengthen partnerships</td>
<td></td>
</tr>
<tr>
<td>4.1 Quality Facilities</td>
<td>Review and update the existing Capital Improvement Plan</td>
<td></td>
<td>Explore options for facilities expansions/renovations</td>
<td>Make recommendations to the Board</td>
</tr>
<tr>
<td>4.2 Attract and Retain Highly Effective Staff</td>
<td>Review and assess the effectiveness of existing practices and policies; identity gaps and/or needed improvements; review and improve protocols for required trainings</td>
<td></td>
<td>Develop and recommend a plan to make needed improvements</td>
<td>Implement recommendations per details in the plan</td>
</tr>
<tr>
<td>4.3 Student Access to Highest Quality Nutrition Program</td>
<td>Review the quality of the nutrition program and the equity of its access to all students; Make recommendations to the Superintendent</td>
<td></td>
<td>Implement recommended changes in nutrition program and access</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4.4 Provide all Students transportation that supports participation in curricular and extra-curricular programs</td>
<td>Assess existing bus runs; Explore options to provide transportation for all curricular and extra-curricular programs; Make recommendations to improve services for students</td>
<td></td>
<td>Implement recommended improvements</td>
<td></td>
</tr>
<tr>
<td>4.5 Community Engagement In Financial Planning</td>
<td>Assess existing community engagement in financial planning processes</td>
<td>Explore and evaluate options for improving communication regarding financial planning for the district</td>
<td>Make recommendations to the Finance Committee to improve financial planning communication practices</td>
<td>Implement recommended improvements</td>
</tr>
</tbody>
</table>

Revision of Strategic Plan
Local Delegate to MSBA Annual Delegate Assembly

August 30, 2019

Local Delegate to MSBA Annual Delegate Assembly

The Constitution of the Maine School Boards Association provides that each Active Regular Member Board of MSBA and each Career and Technical Regional Board Associate Member is entitled to elect a voting delegate to participate in the Association’s Annual Delegate Assembly. Attached is a copy of the Purpose of the MSBA Delegate Assembly. Since the Delegate Assembly is responsible for proposed Constitution and Bylaws changes and considers resolutions of the Association, your election of a local delegate is strongly encouraged. This year’s Delegate Assembly is scheduled for 2:30 p.m., Thursday, October 24, the first day of the MSMA Annual Fall Conference, in the Kennebec/Penobscot Room.

Please elect your delegate as well as an alternate should your Board’s delegate be unable to attend. Return the attached form listing the delegate and alternate to MSBA by October 15, 2019. Submission of your delegate’s name does not automatically register him/her for the Fall Conference. Therefore, please be sure to register your delegate for the Fall Conference through your superintendent’s office on the appropriate form.

(Registration materials coming soon.)

Confirmation of registered delegates will be emailed to Superintendents and Delegates by October 18, 2019.

Superintendents with more than one school board are asked to reproduce the attached form for each of their boards. Thank you!

Certification of School Board Representative Form

Purpose of the MSBA Delegate Assembly
Purpose of the MSBA Delegate Assembly

Governance and policy decisions affecting MSBA are dealt with at the Delegate Assembly. The importance of each School Board being represented at the Delegate Assembly cannot be overstated. The following information about the Delegate Assembly is to inform your School Board of the importance of electing a delegate.

According to Article VIII of the Constitution, the Delegate Assembly is the policy making body of the Association. The Delegate Assembly has four specific powers.

1. It adopts resolutions that express the beliefs and purposes of the Association.
2. It transacts such other business as presented to it prior to the opening of the Delegate Assembly by any delegation or the Executive Board of Directors.
3. It elects the Officers and Executive Board of Directors.
4. It may adopt amendments to the Constitution.

According to Article V of the Constitution, the Association is governed by the Executive Board of Directors. The Board is comprised of Regional Directors and At-Large Directors.

The Delegate Assembly consists of one voting delegate for each member district. In order to be an official delegate the member School Board must report the name of the elected delegate and alternate prior to the Assembly. (See Delegate Form for actual date.)

The resolutions adopted at the Delegate Assembly are an expression of the Assembly’s views regarding various issues and define the Association’s position on legislative proposals.

As the Officers and Board of Directors approach any legislative session, it is crucial that they represent the Association’s members. Make your local Board’s voice heard and send a delegate to the MSBA Delegate Assembly held during the MSMA Annual Fall Conference on October 24, 2019.
MSBA Proposed Resolutions

The MSBA Board of Directors has forwarded the following resolutions for consideration at the MSBA Delegate Assembly on Oct. 24.

Staff Use of Social Media
The Maine School Boards Association supports development of local board policy and guidelines around the appropriate use of social media by employees during the workday and outside of work, and expectations and consequences for staff using social media to bully or disrupt the school learning environment. Schools need to be clear about who has authorization to create and monitor school-sponsored sites on Facebook and other platforms and are encouraged to do appropriate training for staff around good digital citizenship.

Rationale
Social media is a widely used form of communication by our employees and community members, and it can have both great benefit for our school districts and do great harm. Districts need to have rules and guidelines around its use to prevent harm to students, staff and the reputation of the school district.

School Board Use of Social Media
In recognition that many School Board members use social media to communicate, the Maine School Boards Association would like to affirm the same standards apply to social media as other more traditional means of communicating. Those standards include making clear you are speaking as an individual and not on behalf of the full board; directing concerns or complaints about the district to the administration; conducting yourself online in a manner that reflects well on the district; using caution about inadvertently revealing confidential information; avoiding altogether conversations about contract disputes, investigations or any other matters where the board must be impartial in its deliberations; and, remembering that if a quorum of the board is discussing school business on social media or via email, it constitutes a meeting.

Rationale
Social media has a much broader reach than the traditional forms of communication, and its use can only be expected to grow. This resolution underscores the same rules apply to communication by board members regardless of the medium. It also serves as a reminder that social media messages are almost impossible to contain and therefore inappropriate conversations or comments cannot easily be erased or corrected.

Legislative Focus on Students
The Maine School Boards Association would like to stipulate that Legislators and our own legislative review committee view every legislative proposal affecting public education through the lens of whether or not it is in the best interest of the students we serve. The impact on children should be spelled out in both the language of the proposed law and in the testimony we present. If the legislation does not have the student’s best interest as its focus, it should be redrafted or rejected. This proposal should be in the form of a resolve voted on in the second session of the 129th Legislature.

Rationale
The focus of state legislation affecting public education should be on the children in our schools, not the adults. This resolution is intended to prompt that discussion prior to the introduction of legislation and also to give legislators a student-centered barometer on the pros and cons of bills coming before them.

Board-Teacher Relations
The Maine School Boards Association is committed to providing training and support to its members on ways to validate and improve the meet-and-consult process when adopting or amending education policy. The goal is to improve communication around key policies that most directly affect teachers and review and collaborate with staff on policies that need updating. In concert with that effort, MSBA would like to encourage and help train boards in interest-based bargaining to further support collaborative relationships between school boards and our teaching staff by welcoming their input. We also believe boards should create more avenues to provide teachers voice.

Rationale
The School Board’s legal right and responsibility to adopt education policy was challenged this year in the Legislature by a bill that would have made adoption of policy negotiable. The bill passed and ultimately was vetoed by the governor. That vote should serve notice that more needs to be done to engage teachers in the meet-and-consult process around education policy. It also underscores the importance of opening up better lines of communication between administrators and all teaching staff.

The following resolution was submitted by the MSAD 75 School Board.

CTE Funding Restoration
This resolution calls for the state to restore Career and Technical Education funding to fiscal year 2019 levels for all CTE regions.

Rationale
Restoration of CTE funding to FY 2019 levels for all regions and committing to equitable funding increases will help ensure access and equity for all Maine students.